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Memo

To OUSD Board of Education
Dr. Kyla Johnson-Trammell, Superintendent
Yvette Renteria, Deputy Chief of Innovation

Board Meeting Date August 28, 2019

Subject Blueprint for Quality Schools Action Plan - Cohort 2 Proposals
(Second Revision)

Action Discussion of a first read for Blueprint for Quality Schools Cohort 2. On September 11, 2019 the OUSD Board of Directors will consider adoption of the resolution recommended for the Blueprint for Quality Schools Proposals for Cohort 2 .

Background At Oakland Unified School District, we are creating high quality and sustainable schools in **every** neighborhood. Our goal is to ensure our students are on track for graduation and prepared for success in college, career and community. Additionally, making the best use of every dollar, maximizing enrollment, and ensuring schools have the stability to thrive are the larger goals of the Board's Community of Schools policy which authorizes a Citywide Plan. The Blueprint for Quality Schools is one aspect of the Citywide Plan.

Under the Blueprint for Quality Schools, cohorts of schools undergo various types of school change actions (mergers, consolidations, expansions, closures, changes in optimal location, redesign, etc.) in order to increase both the quality and sustainability of OUSD schools. This memo presents the findings and recommendations related to Cohort 2 of that process.

Discussion Cohort 2 proposes school changes in two regions of Oakland: North Oakland and East Oakland. This memo will cover the considerations and recommendations for each region in turn.

Section I: North Oakland

What are the strengths and opportunities for improvement in North Oakland?

Over the past several months we have been meeting with school communities about possible changes to schools in North Oakland. In this region we have a strong foundation upon which to build and there are a number of opportunities to make a positive impact.

Quality Issues:

- We have two quality programs in North Oakland but not enough seats to meet demand or greater access (See slide 10 for data on variability across elementary schools)

Sustainability Issues:













- Kaiser facility has the capacity of 283 seats and the campus has no room to expand. The surrounding neighborhood has few school-aged children.
- Sankofa Academy enrollment has declined from 362 in 2014-15 to 187 in 2017-18, coinciding with the departure of a 9-year principal and discontinuation of grades 6-8. The school requires subsidy for basic staffing. The facility has 336-seat capacity and is severely underutilized.

Opportunities:

- Can increase sustainability by merging two unsustainably small North Oakland schools.
- Can expand access to Kaiser program by relocating to larger campus.
- Santa Fe campus becomes vacant in 2020-21.
- Peralta has a quality program with a high demand rate of 218% first-choice applicants.

Table 1.1: North Oakland Data

North Oakland Data: Quality

OUSD School	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	CHKS School Connectedness Students 2018-19	Teacher Retention (to 2018-19)
Kaiser	68.3%	    Green Green Orange Green	75.4%	83.3% 1yr 76.9% 3yr
Sankofa	14.7%	    Orange Orange Red Yellow	65.3%	50.0% 1yr 19.0% 3yr
Peralta	218.0%	    Blue Blue Yellow Yellow	85.6%	80.0% 1yr 57.1% 3yr

- More families applied first choice to Peralta than for either Kaiser or Sankofa in the district lottery.
- The outcomes for students at Sankofa were lower than those for students at Kaiser and Peralta.
- Students felt least connected at Sankofa, more connected at Kaiser, and most connected at Peralta.
- Teacher retention rates were lowest at Sankofa. Retention rates at Kaiser and Peralta exceeded the district averages (75.5% 1yr, 52% 3yr).

What school change options for North Oakland did staff explore?

Staff evaluated a number of options during the latest round of exploration. Informed by the Board's priorities and previous experience, staff evaluated the following three options for North Oakland:

1. **Scenario 1:** Kaiser and Sankofa merge on the Sankofa campus.
2. **Scenario 2:** Kaiser and Sankofa merge on the Santa Fe campus.
3. **Scenario 3:** Kaiser moves to the Santa Fe campus in fall 2020 and then Peralta and Sankofa would merge in fall 2021, while continuing to maintain two sites (Peralta and Sankofa).

Table 1.2: North Oakland Enrollment and Capacity

OUSD School	2018 Enrollment Census Day	Enrollment Growth/Decline: 5 Year Average from 2014-18	# Classrooms	Campus Capacity	# SDC Classes
Kaiser	268	-1.0%	11	283	0
Sankofa	187	-13.6%	16	336	3
Peralta	331	+0.2%	15	356	0

How do the different options compare?

In Table 1.3, below, we compare the opportunities for increased quality, opportunities for increased sustainability, cost estimates, and pros and cons of each proposal for North Oakland (at a high level).

Under scenarios 1 and 2, there would be a year-long redesign process under which the school communities would be supported through the merger. Under Scenario 3, the merger would take two years.

Table 1.3: Comparing three scenarios for school changes in North Oakland

Scenario:	Scenario 1: Kaiser/Sankofa Merge at Sankofa	Scenario 2: Kaiser/Sankofa Merge at Santa Fe	Scenario 3: Kaiser moves to Santa Fe, Peralta/Sankofa merge with dual campus
Opportunity for Increasing Quality	<p>-Experienced leader in place to guide merger</p> <p>-Increases access to Kaiser's quality program from 283 seats at Kaiser campus to 336 seats at Sankofa campus (including 3 Sankofa Special Day Classes)</p> <p>-Builds on Sankofa's</p>	<p>-Experienced leader in place to guide merger</p> <p>-Increases access to Kaiser's quality program from 283 seats with no Special Day Classes to 511 seats including 3 Special Day Classes from Sankofa.</p> <p>-Builds on Sankofa's</p>	<p>-Experienced leader in place to guide merger</p> <p>-Increases access to Peralta's high demand, quality program from 356 seats at Peralta campus to 692 seats on the dual campus.</p> <p>-Increases access to Kaiser's quality program from 283 seats with no</p>

	<p>strengths, including its instrumental music program, community partnerships, and local volunteers.</p> <p>-Greener campus Located next to community park</p> <p>-Moving entire programs allows for retention of staff and students relationships</p> <p>-Does not displace Sankofa students.</p>	<p>strengths, including local music program.</p> <p>-Moving entire programs allows for retention of staff and students relationships</p> <p>-Provides an opportunity for parents in the Santa Fe area to enroll in their neighborhood and be part of the design process with Kaiser and Sankofa.</p> <p>-Allows for the possibility of a more equitable distribution of Special Ed services to this area.</p>	<p>Special Day Classes to 511 seats including 3 Special Day Classes from Sankofa.</p> <p>-Increases diversity and integration at Peralta/Sankofa</p> <p>-Builds on Sankofa's strengths, including for example its instrumental music program and partnership with The Crowden School</p> <p>-Provides an opportunity for parents in the Santa Fe area to enroll in their neighborhood and be part of the design process with Kaiser.</p> <p>-Allows for the possibility of a more equitable distribution of Special Ed services to this area.</p>
Opportunity for Increasing Sustainability	<p>-Reduce the total number of schools by one.</p> <p>-Repurpose one campus.</p> <p>-Sankofa can be expanded with facilities investments.</p> <p>-Close to transportation options.</p> <p>-Greater number of area students than Kaiser attendance</p>	<p>-Reduce the total number of schools by two.</p> <p>-Repurpose two campuses.</p> <p>-Create larger more sustainable school at Santa Fe.</p> <p>-Reduce total area seats from 975 to 867.</p> <p>-Meet Santa Fe neighborhood demand and increase overall enrollment.</p>	<p>-Reduce the total number of schools by two.</p> <p>-Repurpose Kaiser campus.</p> <p>-Meet Santa Fe neighborhood demand and increase overall enrollment.</p>

	<p>area.</p> <p>-Reduce total area seats from 975 to 692</p>		
Known Challenges	<p>-Merging schools is complex work requiring investment of time.</p> <p>-Would have to expand Sankofa by adding portables.</p> <p>-Kaiser students will have to move to a new school.</p>	<p>-Both Sankofa and Kaiser students will have to move to a new school.</p> <p>-Merging schools is complex work requiring investment of time.</p> <p>-Two school programs will have to move to a new school facility.</p>	<p>-This option creates 1,192 elementary seats for the 1,000 school-aged students in the capture rate for the students who live in the North Oakland region.</p> <p>-Peralta/Sankofa - Merging schools is complex work requiring investment of time.</p> <p>-Kaiser students will have to move to the Santa Fe campus which would not be full (possible to add Child Development Center, or Special Ed programming), but could wind up with Prop 39 shared campus.</p> <p>- Sankofa/Peralta - Running a single school across more than one site vs. one school site is expensive and has operational challenges.</p>





How did we outreach to the community?

Our window for community meetings began in June with the conclusion of the Board's Ad Hoc committee and the Board's affirmation to remain on the timeline for a Cohort 2 decision by September. Given that this happened during OUSD's summer recess, we worked through a variety of means and channels. We met with members from four school communities: Sankofa, Emerson, Peralta, and Kaiser. We also met with leaders from the Santa Fe neighborhood. Table 1.4 lists the various contacts and meeting with these groups below.

Turnout at Sankofa community meetings has been relatively small (approximately 15 people each time), so we made personal phone calls to Sankofa families in advance of the July 2 meeting, in addition to robocalls. To engage with Kaiser we reached out to the PTA president on June 21 to schedule a community meeting. On July 4 the PTA president responded that the Kaiser community wanted additional time to continue working directly with other potentially impacted schools before providing further input to the District. We were unable to schedule a meeting with the Kaiser community until Aug. 26, after the start of the school year. As the school year started, we called principals to discuss the best ways to engage their teachers and staff. At Kaiser an optional staff meeting was scheduled for Aug. 22, but at Sankofa the principal determined that the priority for her largely new teaching staff was a positive start to the school year, so we did not schedule a meeting with Sankofa staff specifically but instead invited them to join the community meeting held on Aug. 21.

Overall, the Kaiser families expressed a strong preference for staying at their current facility. The Peralta community's responses have been mixed, with many parents expressing concern about the idea of occupying a split campus along with a vocal group of parents advocating for a merger with Sankofa. Sankofa families primarily expressed a concern for quality programming and resources for their children. All communities want assurance that implementation and design will be effectively resourced and supported.

Table 1.4 North Oakland Outreach Efforts

North Oakland Outreach - July/August			
 Sankofa	 Peralta	 Kaiser	 Santa Fe
<ul style="list-style-type: none"> Principal planning calls Contacted every parent regarding meeting Parent meeting 7/2 Parent meeting 8/21 	<ul style="list-style-type: none"> Initial meeting with principal 6/12 PTO led phone call & emails Parent Town Hall 6/25 2nd parent mtg 7/17 Survey went out 7/30 3rd parent mtg with Jody London 	<ul style="list-style-type: none"> Initial meeting with principal PTO led phone call No parent town hall scheduled (PTA President email) Survey meeting went out 7/30 PTA president 8/21 Teacher meeting 8/22 Parent meeting 8/26 	<ul style="list-style-type: none"> (Community Leaders) Santa Fe CAN lead phone call & emails Parent meeting (7/1)

Survey Results: In addition to meetings, we also shared a survey. The survey was distributed through emails and text messages sent directly to families and staff, links shared with principals and PTA leaders and posted on the OUSD Blueprint website; paper copies distributed at school sites; and

door-to-door canvassing in the Santa Fe neighborhood. This survey asked about each of the three scenarios and whether participants felt it would make a “positive” change for the region. It then asked participants to rank them in order of preference. Each question offered an opportunity to provide open ended feedback. Overall, 383 people completed the survey.

Important caveat: An online survey is one way of hearing from the community. It should be noted that the Kaiser and Peralta communities are over represented in these results. We asked people to self identify as being related to their community, and the responses were as follows:

- 37% Peralta
- 27% Kaiser
- 17% Santa Fe Community
- 6% Sankofa
- 18% other or decline to state

Additionally,

- Only 6% of respondents’ families qualified for free and reduced lunch.
- 40% identified as white.

Positive Impact?: Respondents were asked whether each of the three scenarios would have a positive impact on North Oakland students. (1= strongly agree, 5 = strongly disagree. Survey respondents showed a slight preference for Scenario 2. The lower the weighted average, the more respondents felt the scenario would make a positive change.

Scenario	Weighted Average
2. Merge Kaiser/Sankofa at Santa Fe	3.29
1. Merge Kaiser/Sankofa at Sankofa	3.42
3. Kaiser to Santa - Merge Sankofa/Peralta	3.46

Rank order?: When asked to rank the scenarios in order of preference, there was also a slight preference for Scenario 2. The lower the weighted average, the more respondents ranked it as their first choice among the scenarios.

Scenario	Weighted Average
2. Merge Kaiser/Sankofa at Santa Fe	2.73
3. Kaiser to Santa - Merge Sankofa/Peralta	2.83
1. Merge Kaiser/Sankofa at Sankofa	2.85

Survey Results: To view full survey results including comments, please visit www.ousd.org/blueprintforquality/northoakland

What is the staff recommendation for school changes in north Oakland?

Staff recommends the Board adopt Scenario 1 under which Kaiser and Sankofa merge onto the Sankofa campus. The primary advantages of this scenario are:

Opportunities to improve quality

- Merge two small schools, building on strengths and assets of both.
- Support a design year to build a quality school vision, academic program, and school culture (see Appendices for more details).
- Experienced leaders in place to guide the design year.
- Consistent location for Sankofa, the community more historically underserved.
- Builds on Sankofa's strengths, including its instrumental music program, community partnerships, and local volunteers.

Opportunities to improve sustainability

- Vacate Kaiser campus
- Reducing the number of schools from two to one.
- Sankofa campus has capacity for 336 including Sankofa's 3 SDC classes.

Because all recommendations are weighing a number of important considerations, there are some issues to consider:

- Moving one school program to a new location.

How might enrollment be impacted?

Basis of analysis: Enrollment impact is evaluated on several factors including school attendance areas, proximity to other schools, demand, waitlists, historical enrollment, and program design and performance. For example, we examine the enrollment trends at the school and the nearest similar schools. In doing so we look at changes in those trends and what the causes for those changes may be. It should be noted that this analysis remains speculative because enrollment trends are dynamic and dependent on many factors, many of which are beyond OUSD's control.

Sankofa experienced a decline of 133 students after 2016-17, coinciding with the departure of the long-time principal (9 years) and discontinued 6-8 grades (79 students in 2016-17, 0 in 2017-18). The combined enrollment of Kaiser and Sankofa as of census day in 2018 was 455 students. The capacity of Santa Fe, accounting for the 3 special day classes currently at Sankofa, is 511, which is large enough to accommodate rising Sankofa and Kaiser students as well as have space to right size classes/grades, further optimizing grade level configurations.

The district-run elementary schools in closest proximity to the schools where changes are proposed

are Chabot, Peralta, Hillcrest, Emerson, Piedmont, and Hoover.

- **Chabot, Peralta, and Hillcrest** are not expected to be impacted. All three have above 100% first-choice demand rates and stable enrollment trends.
- **Emerson** is expected to be minimally impacted. The previous opening of Glenview @ Santa Fe (a program with higher demand and better student outcomes) had no negative impact on Emerson's enrollment in the opening year of the campus (2016).
- **Glenview** is not expected to be significantly impacted. It has high demand rates and stable enrollment trends (including the move to Santa Fe). It moves back to its new facility in 2020-21. It is possible that some current students could enroll at a new school at Santa Fe.
- **Piedmont and Hoover** are expected to be minimally impacted. Despite declining enrollment and low demand rates, enrollment at the schools was only minimally impacted by the 2016 opening of Glenview @ Santa Fe (a program with higher demand and better student outcomes). Hoover and Piedmont enrollment declined by 11 and 20 students, respectively, when Glenview opened @ Santa Fe campus. Students already enrolled at these schools are expected to choose to remain enrolled at these schools: both schools had high levels of student connectedness, 88.2% at Hoover and 75% at Piedmont.

What is the fiscal impact?

In preparing a fiscal impact model, we utilize a wide range of assumptions based on past experience, our staffing models, and other best practices. Since implementation of Cohort 1, we have learned about additional costs (facilities, teacher moving costs, etc.) which are now built into Cohort 2 cost assumptions. Maximizing savings to reinvest back into program is predicated on:

- rigorously protecting the staffing model
- staying within budget with implementation cost estimates
- stemming enrollment loss

The table below shows the projected expenses and savings over the coming five years. This impact shows OUSD experiencing some additional costs and enrollment losses associated with the first two years. However, by year three, the structural savings associated with this school change scenario are a little over \$550,000 annually. Note, this does not account for the installation of additional classrooms.

Table 1.5: North Oakland Fiscal Impact

Financial Analysis: Sankofa/Kaiser at Sankofa

	Planning YR 1 ('19-'20)	YR 2 ('20-'21)	YR 3 ('21-'22)	YR 4 ('22-'23)	YR 5 ('23-'24)
Additional funds available from reduced FTE		\$490,183	\$276,679	\$283,560	\$290,614
Local overhead cost savings (custodial, SSO, and utilities)		\$270,706	\$277,473	\$284,410	\$291,520
Enrollment driven cost savings		\$6,625	\$0	\$0	\$0
Revenue loss from enrollment attrition		(\$606,162)	\$0	\$0	\$0
Site op. investment (Program)	(\$35,000)				
Site op. investment (Gen. school costs)	(\$15,000)				
Facilities costs	(\$82,812)	(\$82,812)			
OEA payment	(\$15,576)				
Net impact from merger	(\$148,388)	\$161,352	\$554,152	\$567,970	\$582,134

Note that analysis above does not include costs associated with installation of any needed additional classrooms.

Section II: East Oakland

What are the strengths and opportunities for improvement in East Oakland?

Over the past several months we have been meeting with school communities about possible changes to schools in East Oakland. In this region we have a strong foundation upon which to build and there are a number of opportunities to make a positive impact:

Quality Issues:

- Academic performance varies from one East Oakland middle school to another (See appendix).
- Frick serves a high number of newcomer students (23%) and special education students (25%)

Sustainability Issues:









- Frick facility has a seat capacity of 676 with excess capacity of 445 seats in 2018-19.
- School of Language (SOL) facility has a seat capacity of 238. This is too small to house a sustainably-sized middle school.
- MLA has a 140% demand rate and has outgrown the 445 seat capacity at the Maxwell Park location.

Assets/Strengths:

- Melrose Leadership Academy (MLA) is a quality dual language K-8 program with a high first-choice demand rate of 140.7%. First-choice applicants for Kindergarten have grown from 80 to 115 to 128 to 155 over the last four years.
- Frick and SOL may be well suited for merger given demographics and programs. SOL is OUSD's only dual language program that allows for "late entry" of non-Spanish speaking students at grade 6.
- The Frick campus offers a good middle school facility with available space.

Table 2.1: East Oakland Data

East Oakland Data: Quality

OUSD School	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	CHKS School Connectedness Students 2018-19	Teacher Retention
Frick	72.1%	    -126.8 ELA; 162.9 Math; 10.8%; 12.5%	43.6%	50% 1yr; 14.3% 3yr
SOL	55.6%	N/A N/A N/A N/A -106.6 ELA; -144.4 Math; 4.9%; 22%	56.5%	60% 1yr; N/A
MLA	140.7%	    -39.5 ELA; -61.5 Math; 0.2%; 5.3%	59.8%	75.9% 1yr; 46.2% 3yr

- MLA had more demand than open seats, high levels of student connectedness, and high one-year teacher retention.. MLA has a quality program that is attracting enrollment, and needs room to grow.
- SOL outperformed Frick by roughly 20 points in ELA and Math on state tests, and had a lower suspension rate. SOL however, had a higher chronic absenteeism rate. SOL had higher connectedness ratings and higher one-year teacher retention than Frick. Note that SOL is a new school and the data are only for grades 6 and 7.

*Demand is calculated as the # of 1st choice on time applications for the entry grade divided by the # of students who enrolled in the entry grade in the year shown.

What options for East Oakland did staff explore?

Staff has evaluated a number of options during the latest round of exploration. Informed by the Board's priorities and previous experience, staff evaluated the following four options for east Oakland

- **Scenario 1:** Merge SOL and Frick on the Frick campus. MLA stays on the Maxwell Park campus, with enrollment restricted to fit the capacity of the building.
- **Scenario 2:** Merge SOL and Frick on the Frick campus. Expand MLA to upper and lower schools on the Sherman and Maxwell Park campuses.
- **Scenario 3:** Merge SOL and Frick on the Sherman campus. Move MLA to the Frick campus.
- **Scenario 4:** Merge SOL and Frick on the Maxwell Park campus. Move MLA to the Frick campus.

Table 2.2: East Oakland Enrollment and Capacity

OUSD School	2018 Enrollment Census Day	Enrollment Growth/Decline: 5 Year Average from 2014-18	# Classrooms	Campus Capacity
Frick	231	-0.9%	23 (+3 labs)	676
SOL	100	N/A	6 (+3 labs)	238
MLA	399 TK-5; 139 6-8	+8.0% for TK-5; -4.5% for 6-8	24	475

In Table 2.2, below, we compare the opportunities for increased quality, opportunities for increased sustainability, cost estimates, and pros and cons of each proposal for East Oakland (at a high level).

Table 2.3: Comparing Scenarios for East Oakland School Changes

Scenario:	Scenario 1: SOL/Frick merge at Frick; MLA stays at Maxwell Park	Scenario 2: SOL/Frick merge at Frick; Expand MLA across Maxwell Park and Sherman campuses	Scenario 3: SOL/Frick merge at Sherman; MLA moves to Frick	Scenario 4: SOL/Frick merge at Maxwell Park; MLA moves to Frick;
Opportunity for Increasing Quality	-Merge Frick with innovative dual language program at SOL. -Leverage dual language program to support Spanish-speaking newcomer students.	-Merge Frick with innovative dual language program at SOL. -Leverage dual language program to support Spanish-speaking newcomer students. -Increase students served by MLA quality program from 578 to 676.	-Merge Frick with innovative dual language program at SOL. -Leverage dual language program to support Spanish-speaking newcomer students. -Increase students served by MLA quality program from 578 to 676.	-Merge Frick with innovative dual language program at SOL. -Leverage dual language program to support Spanish-speaking newcomer students. -Increase students served by MLA quality program from 578 to 676.
Opportunities for Increasing	-Increase enrollment at	-Increase enrollment at	-Increase enrollment at	-Increase enrollment at

Sustainability	Frick. -Reduce number of schools by 1. -Repurpose SOL Campus.	Frick. -Reduce number of schools by 1. -Repurpose SOL Campus. -Increase enrollment at MLA from 578 to 676.	Frick. -Reduce number of schools by 1. -Repurpose SOL Campus. -Increase enrollment at MLA from 578 to 676.	Frick. -Reduce number of schools by 1. -Repurpose SOL Campus. -Increase enrollment at MLA from 578 to 676.
Known Challenges	-Decrease the students served by MLA from 578 to 445.	-Running a single school across more than one site vs. one site is expensive and has operational challenges.	-Moving three school programs to new locations leads to higher student displacement. -Facilities changes and associated costs required for Frick and Sherman campuses (for student grade level changes). -Need to find space for Urban Montessori. -We need accessible transportation for students.	-Moving three school programs to new locations leads to higher student displacement. -Facilities changes and associated costs required for Frick and Maxwell Park campuses (for student grade level changes). -We need accessible transportation for students.

How did we outreach the community?

Our window for engagement began in June with the conclusion of the Board's Ad Hoc committee and the Board's affirmation to remain on the timeline for a Cohort 2 decision by September. Given that this happened during OUSD's summer recess, we worked through a variety of means and channels. We engaged with members from three school communities: School of Language (SOL), Frick Impact Academy, and Melrose Leadership Academy (MLA). Table 2.4 lists the various contacts and meeting with these groups below.




All three of the school communities affected by the east Oakland proposal have new principals. We worked with each of these leaders to determine how best to engage their communities during the summer.

- At **SOL**, a community meeting was held on July 23, and we made personal phone calls to invite families prior to the meeting. Approximately 40 people attended the meeting.
- Community meetings at **MLA** were held on both August 1 and August 15. The August 1 meeting had fewer than 20 participants, while the August 15 meeting had approximately 150 participants, including many MLA teachers and staff.
- We honored the **Frick** principal's desire to wait until after the start of school to engage his community in conversations about potential Blueprint changes, holding our first community meeting at Frick on August 19. Approximately 40 Frick staff, families, and neighbors attended the meeting. Staff were also offered the option of attending an informal question and answer session on August 22.

Frick community members expressed some concern about the merger with SOL and confusion about SOL's program model. We also heard frustration from Frick families and staff who wanted to see Frick expanded to a 6th-12th program, a plan that was previously initiated at Frick and later stopped. SOL families generally expressed a willingness to move to a new site, and some of the original design leaders spoke to their understanding that the Rudsdale campus was always meant to be a temporary home for SOL. Some families expressed concern, however, about the lack of safe routes to Frick for students who live near SOL. MLA families expressed frustration with the way the summer 2019 expansion to Sherman was implemented, and skepticism about OUSD's capacity to effectively support the work required to successfully implement these Blueprint changes. MLA families and staff also overwhelmingly expressed their opposition to displacing Frick.

Table 2.4: East Oakland Outreach Efforts

East Oakland Outreach - July/Aug.

		
SOL	Frick	MLA
<ul style="list-style-type: none"> Initial meeting with principal 7/9 Meeting with community manager and design leader 7/22 Meeting with SOL families 7/23 Surveys out to families 8/16 Follow up meeting with principal 	<ul style="list-style-type: none"> Initial meeting with principal 7/18 Follow up meeting with principal 7/25 Meeting with Frick 8/19 Surveys out to families 8/19 	<ul style="list-style-type: none"> Initial meeting with principal 6/21 Meeting with MLA families 8/1 2nd Meeting with MLA families 8/15 Surveys out to families 8/16

Survey Results: In addition to meetings, we also shared a survey. The survey was distributed through emails and text messages sent directly to families and staff, links shared with principals and PTA leaders and posted on the OUSD Blueprint website. This survey asked about each of the three scenarios and whether participants felt it would make a “positive” change for the region. It then asked participants to rank them in order of preference. Each question offered an opportunity to provide open ended feedback. Overall, 159 people completed the survey.

Important caveat: An online survey is one way of hearing from the community. 83% of survey respondents self-identified as associated with Melrose Leadership Academy community. For the sake of transparency, the full results, including comments, are posted at www.ousd.org/blueprintforquality/eastoakland.

To avoid confusion due to overrepresentation of the MLA community, we are not presenting the full results in this memo, except to say that overwhelmingly, the MLA community expressed a desire not to displace the Frick community. Notes from the SOL, MLA, and Frick community meetings, including both comments and questions that were shared verbally and captured in our notes, and information written on post-its and flip charts, can be found [here](#).

What is the staff recommendation for changes in east Oakland?

Staff recommends that the Board adopt **Scenario 2: SOL and Frick merge on the Frick campus.**

Expand MLA across Maxwell Park and Sherman campuses. The primary advantages of scenario 2 are:

Opportunities to Improve Quality

- SOL's dual language, late entry program would support both native English speaking students and the large newcomer population at Frick.
- Increasing number of students served by Melrose Leadership Academy's high-demand dual language program including for special education students and newcomers

Opportunities to Improve Sustainability:

- Repurpose SOL Campus (Old Rudsdale)
- Increase enrollment at Frick campus to sustainable size
- Reduce number of schools by one

Because all recommendations are weighing a number of important considerations, there are some issues to consider:

- Balance concentration of students with special needs at Frick campus by increasing overall enrollment
- For MLA, running a single school across more than one site has operational challenges vs. one school one site.
- Optimizing enrollment at both MLA sites for sustainability

How might enrollment be impacted?

Basis of analysis: Enrollment impact is typically evaluated on several factors including school attendance areas, proximity to other schools, demand, waitlists, historical enrollment, and program design and performance. For example, we examine the enrollment trends at the school and the nearest similar schools. In doing so we look at changes in those trends and what may be the causes for those changes. MLA is a specialized program with no attendance area, so a proximity-based impact analysis is not appropriate for this proposed change. The impact analysis of MLA's expansion was completed using late waitlist data (students on the waitlist as of August 9, 2019 - a week before school started).

It should be noted that this analysis remains speculative because enrollment trends are dynamic and dependent on many factors, many of which are beyond OUSD's control.

- **Impact on MLA:** Based on late waitlist data alone, we could expect to be able to increase enrollment at MLA by 70 students. The program is designed to enroll roughly half Spanish-speaking and half non-Spanish speaking students, so if more Spanish-speaking families wanted to enroll in MLA, the numbers would be higher. If newly arriving Spanish-dominant newcomers were also enrolled in the expanded school, enrollment could go up to as many as 330 additional students, since this would enable enrollment of more non-Spanish speaking waitlist applicants. Of this potential 330 student additional MLA enrollment, roughly 112 would be new to OUSD and would not impact other OUSD schools' enrollment. With a larger facility, MLA could potentially enroll more students requiring special education services.
- **Impact on other area schools:** There were 2 elementary schools with > 10 current students on the late waitlist for MLA TK-5: **Manzanita SEED (24 students) and Laurel (12 students).**

Each has an attendance area, unlike MLA. Demand rates and student outcomes are lower for both schools than for MLA. Enrollment has also been declining for SEED and Laurel and increasing for MLA. Given that SEED is also a dual language program, it is expected to be impacted more than Laurel by the proposed changes, but the impact is expected to be fewer than 150 students. Only 23 students were on both the SEED and MLA waitlists (out of 64 on SEED and 200 on MLA waitlists).

- **Impact of Frick/SOL merger on area middle schools:** Coliseum College Prep Academy (CCPA) is the closest OUSD school serving middle school students. We expect CCPA to be minimally impacted. CCPA has a 180% first choice application rate. Far more students apply to attend CCPA than capacity allows, even with its planned expansion and its doubling of 6th grade seats in fall 2019.

What is the fiscal impact?

In preparing a fiscal impact model, we utilize a wide range of assumptions based on past experience, our staffing models, and other best practices. Since implementation of Cohort 1, we have learned about additional costs (facilities, teacher moving costs, etc.) which are now built into Cohort 2 cost assumptions. Maximizing savings to reinvest back into program is predicated on:

- rigorously protecting the staffing model
- staying within budget with implementation cost estimates
- stemming enrollment loss

Table 2.5 shows the projected expenses and savings over the coming five years for the SOL/Frick merger. This impact shows OUSD experiencing some additional costs and enrollment losses associated with the first year. There is a savings of \$340,000 by year two. The structural savings associated with this school change scenario are a little over \$550,000 annually.

Table 2.5: Fiscal Impact of SOL/Frick Merger

Data subject to change as additional information yields greater accuracy					
SOL/Frick					
Financial Impact Analysis: SOL/Frick					
	Planning YR (YR1) (‘19-‘20)	YR 2 (‘20-‘21)	YR 3 (‘21-‘22)	YR 4 (‘22-‘23)	YR 5 (‘23-‘24)
Additional funds available from reduced FTE		\$142,092	\$98,846	\$101,317	\$103,850
Repurposed concentration dollars		\$100,000	\$100,000	\$100,000	\$100,000
Local overhead cost savings (custodial, SSO, and utilities)		\$335,348	\$343,732	\$352,325	\$361,133
Enrollment driven cost savings (books, supplies)		\$1,313	\$0	\$0	\$0
Revenue loss from enrollment attrition		(\$155,872)	\$0	\$0	\$0
Facilities costs	(\$82,812)	(\$82,812)			
Site operational investment (Program)	(\$35,000)				
Site operational investment (General school costs)	(\$15,000)				
OEA payment	(\$15,576)				
Net impact from merger	(\$148,388)	\$340,069	\$542,577	\$553,642	\$564,983

Table 2.6 shows the projected expenses and savings over the coming five years for the MLA expansion. This impact shows OUSD experiencing some additional costs . After an initial investment and some time to optimize enrollment, the costs even out to approximately \$100,000 annually.

Table 2.6: Fiscal Impact of MLA Expansion

<i>Data subject to change as additional information yields greater accuracy</i>					
Financial Impact Analysis: MLA					
2019-20: 566 students projected, FTE of 26.6 for teachers 2018-19: budget of \$3,936,397					
	YR 1 (planning) 19-20	YR 2 20-21	YR 3 21-22	YR 4 22-23	YR 5 23-24
# Additional students from non-district-run schools		48	64	88	88
Additional revenue from non-district-run students		\$558,824	\$763,727	\$1,076,377	\$1,103,287
Overhead costs (state loan, central office, audit findings, maintenance)		-\$201,177	-\$274,942	-\$387,496	-\$397,183
Additional teachers for incremental students		-\$175,409	-\$239,726	-\$337,864	-\$346,311
Additional admin support		-\$95,075	-\$97,452	-\$99,888	-\$102,386
Additional maintenance costs		-\$327,169	-\$335,348	-\$343,732	-\$352,325
Books and supplies for incremental students		-\$4,500	-\$6,000	-\$8,250	-\$8,250
Facilities expenses	-\$82,812	-\$82,812			
OEA payment	-\$15,576				
Site operational investment (Program)	-\$35,000				
Site operational investment (General school costs)	-\$15,000				
Net Impact of Expansion	-\$148,388	-\$327,317	-\$189,741	-\$100,853	-\$103,168
Note that this model estimates additional revenue as a function of the number of non-OUSD students attracted to the program to estimate the extra revenue that would be brought to OUSD system-wide rather than the # of additional students enrolled in general. See assumptions here though note that the results here differ from the initial analysis by Nana.Xu in that here we presume a faster rate of growth of the program given late waitlist data in 2019.					
*Net loss due to MLA expansion is mainly due to expansion on another campus, resulting in additional staff and maintenance costs for 2 campuses.					

Section III: Fruitvale Quality Program Design Year

A Quality Program Design Year is a community-based design team process which provides time, resources, and opportunity for staff, parents, students, and community to plan for changes in school culture to create a program that can increase quality and create sustainably sized schools in neighborhoods where they are needed. Shared vision and collaborative planning is essential to improving or expanding quality, attracting enrollment and teachers.

Why a Quality Program Design Year is part of the Blueprint process?

The ultimate goal of the Citywide Plan and Blueprint Process is to ensure that there are quality school options from K-12 in every part of Oakland, as well as some desirable choice programs that exist in only one or a few places in the city. In general, we are trying to expand quality options closer to home, and to expand the number of seats in schools that are already quality and in demand.

Why did we choose Fruitvale for this type of change for Cohort 2?

We need more quality options in the Fruitvale community. This diverse community is one of the most densely populated, and we have a projected need for approximately 2,000 K-5 seats below 35th Avenue, including quality neighborhood options that are not dual language immersion schools (with limited access for non-Spanish-speaking students entering above grade K). We currently have insufficient quality options in the Fruitvale/San Antonio communities.

Fruitvale Elementary has a readiness for change that can sustain or accelerate its academic growth trajectory. Fruitvale Elementary is in a good location with room to grow (332 students enrolled in 18-19, building capacity is 601). It has a dynamic new leader and under his first-year leadership in 2018-19, Fruitvale Elementary posted significant double-digit growth in SBAC scores in both English Language Arts and Math, using the CORE cohort-matched growth model.

Section IV: What is the process for identifying the use of the facilities that would be vacated in this proposal?

Once the final decision on Cohort 2 is made on September 11, 2019, staff will take the following steps to identify a potential use for the vacated property to bring to the Board for a decision. The chart below shows the initial thinking for each potentially vacated facility.

Table 4.1: Steps to take when a property is vacated

Is this site needed for....	Kaiser Campus	Old Rudsdale Campus (SOL)	Santa Fe Campus
OUSD TK-12 program	no	no	no (potentially in the future)
OUSD Child Development Center	potentially	no	potentially
Prop 39 Charter offer for the space?	no	unlikely	potentially
Adult Education space	no	no	no
OUSD administration offices	no	no	no
OUSD operational space (e.g. Warehouse, Central Kitchen, Transportation Parking, etc.)	no	Potentially a Transportation Parking Space	
Joint-lease with OUSD, a property swap or teacher housing	Potentially	no	potentially

The vacant space will be reviewed by a 7-11 Committee to be recommended surplus and to recommend a potential use based on community needs for the Board of Education to make a final decision for a lease.	potentially	potentially	potentially
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RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
NO. 1920-0156

TO SELECT COHORT 2 SCHOOLS WITHIN BLUEPRINT FOR QUALITY SCHOOLS
(Second Revision)

WHEREAS, the OUSD Board of Education “Board” is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day; and

WHEREAS, the Board recognizes the need to increase access to high quality district schools for the students and families of Oakland and to invest in the redesign and reconfiguration of OUSD; and

WHEREAS, the Board acknowledges that in order to stabilize and grow enrollment overtime, the District must design high-quality programs to attract and retain Oakland’s diverse students, families and educators; and

WHEREAS, the Board recognizes that it has a fiduciary responsibility to operate a central office and the number and type of schools that it can sustain over time; and

WHEREAS, on June 27, 2018, the Board adopted the Blueprint for Quality Schools Work Plan (Resolution 1718-0207) which reaffirmed the district’s Quality Community School Standards, and provided for a process and timeline for selection, planning, and implementation phases; and

WHEREAS, on June 27, 2018 the Board also adopted the “Considerations for School Selections in Blueprint for Quality Schools Work Plan” (Resolution 1718-0208), which included: “Guiding Equity Principles for School Changes”, “School Selection Approach Considerations”, “Qualitative Data”, and “Quantitative Data”; and

WHEREAS, on March 13, 2019 the Board adopted the “Improving Community Engagement for Proposed School Changes” (Resolution 1819-0178), which directed the Superintendent or designee consult with an ad hoc stakeholder group, a time-limited advisory committee, comprising up to 15 individuals, including but not limited to students, families, labor partners, including 2-3 representatives from the Oakland Education Association (as selected by the OEA President), principals, community members and district staff; and

WHEREAS, on June 19, 2019, the Board of Education adopted the revised Blueprint for Quality Schools Action Plan that incorporates the changes that the Superintendent is recommending based on the Blueprint Ad Hoc Committee Recommendations.

WHEREAS, the Resolution recognizes that the “Blueprint for Quality Schools is an iterative process involving further input and development based on potential Board policies and further engagement with

sites and community”; thus, the Board shall receive semi-annual updates on improvements to the process; and

NOW, THEREFORE, BE IT RESOLVED THAT the Board hereby adopts the following schools for Cohort 2 of the Blueprint for Quality Schools: (1) Merge Frick and SOL on Frick campus and expand MLA on Sherman and Maxwell Park campus; (2) Merge Kaiser and Sankofa programs at the Sankofa campus; and, (3) a Quality Program Design Year for Fruitvale Elementary; and

BE IT FURTHER RESOLVED THAT the Superintendent shall take steps to implement the reorganization of these schools and campuses to effectuate the goals outlined in the Blueprint.

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on _____, 20__.

Legislative File Info.	
File ID Number:	19-1654
Introduction Date:	8/28/19
Enactment Number:	
Enactment Date:	

OAKLAND UNIFIED SCHOOL DISTRICT

Aimee Eng
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education